

**25X1A9a**

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- full timer from ORH

- part timer from NEA

e. Consultant hired for summer only:

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Summary

Total T/O	12
Vacancies - (all Linguists)	3
Borrows and Consultants	
Full timer	4
Part timer	1
Instructors not occupied	2
Percentage of Vacancies to Instructor T/O	50%
Courses being conducted -	
All in the Language field	14
Total enrollment	78
Average enrollment per Course	5½
Minimum 2    Maximum 10	
Student hour requirement on the Laboratory	20%
(416 hours from a 2070 potential)	

Faculty utilization per week:

	<u>Classroom Load in Hours</u>	<u>No. of Courses</u>	<u>Total No. of Student</u>
	0	0	0
	0	0	0
	0	0	0
	40%	2	8
	41%	3	9
	27½%	3	25

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Consultant	[REDACTED]	12 1/2%	0	6
Loan	[REDACTED]	15%	3	23
		0	0	0
		-0	0	0
		20%	2	7

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3. Duties and responsibilities of the several T/O positions are:

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Chief [REDACTED] In addition to heading up the School, he handles all matters concerning external language training.

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Deputy [REDACTED] In addition to serving as Deputy, handles special projects - at present concerned with organizing a series of courses in the area knowledge field and in getting this phase of training started.

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Training Officer [REDACTED] Indicated on the T/O as heading up the Area Branch - is actually engaged full time in administering the external training program (except language). He conducts no courses.

Scientific Linguists (3 on board from a T/O of 6):

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[REDACTED] Specialist in Germanic languages

[REDACTED] Specialist in Romance languages

[REDACTED] - Specialist in East European languages.

3 Vacancies - One, at least, to be specialist in Slavic languages.

4. Functional statements had been prepared for the School by the Chief but were red penciled by the Director as being too broad in their scope. After talking with the Chief, the Deputy, and others, a new set was drafted and shown to the Executive Officer and the Deputy. They agree that these simplified statements will cover the responsibility in good shape - will use these as a pattern.

5. In examining the operation of the School, can see no reason for a Branch breakdown. If the external training is to continue to require full time

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of one man (plus his secretary), this man and the secretary should be transferred to the office of the Chief - all instructors, in language or area subjects, should be carried in one faculty group. The chief should then assign one or more instructors to each course, depending on the speciality of the individual and the nature of the course.

6. a. The language laboratory is operated from 7 A.M. to 8 P.M. each day Monday through Friday and from 10 A.M. to 2 P.M. each Saturday, (69 hours per week) and has 30 desks (or machines or stations), or a potential capacity of 2070 student hours per week. The current courses produce a requirement for 416 student hours of laboratory time, plus any utilization by self-help personnel or others who need to use the machines.

b. The laboratory is staffed by personnel who are on the T/O of the Instructional Services Staff. The following schedule is in effect:

1 man	[REDACTED]	7 A.M. - 5 P.M. (1½ hour OT)
1 man	[REDACTED]	8:30 A.M. - 5 P.M.
1 man (from ISS)		5 P.M. - 8 P.M. (3 hours OT)
1 man	Sat	10 AM. - 2 P.M. (4 hours OT)

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c. The two regular men [REDACTED] perform the maintenance on all laboratory equipment. The Saturday duty man compiles the weekly report on laboratory use for the proceeding week. Technicians on duty instruct students in the use of the machines, provide them, on request, with the necessary tapes, discs and texts. They have no responsibility for subject matter instruction. They prepare recordings and duplicator<sup>ions</sup>, operate the motion picture machine (about 6 films per week - 1 hour each), repair and erase tapes, record foreign broadcasts, etc.

d. There is a large stock<sup>o</sup> of tapes, discs, texts and sets of language instruction records. There is no evidence that this stock is even inventoried and no worthwhile record is maintained of charge outs and returns, except in

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e. The present system of staffing forces, an overtime schedule in the laboratory of 22½ clock hours Monday through Friday of every week - plus 4 hours on each Saturday. The Saturday time appears to be unavoidable but a change in scheduling should be effected to eliminate the work week over time. The overtime now spent (22½ + time and a half) would very nearly pay for a full time clerk in the laboratory to record student hours, check material in and out, maintain an inventory of papers, discs, texts, machines, etc., prepare schedules and reports, answer phones, etc. This would relieve the technicians of this clerical load and give them full time to maintain the equipment, operate moving picture equipment and reproducers, show students how to operate the desk machines and other duties commensurate with their speciality and grade. Major maintenance, beyond the ability or facilities within the laboratory, would be the responsibility of the Instructional Services Staff.

f. Suggested schedule for Laboratory operation is:

\*7 A.M. (Technician) 3:30 P.M.

8:30 A.M. (Clerk) 5:00 P.M.

\*11:30 A.M. (Technician) 8:00 P.M.

- \* Technicians to rotate shifts on a weekly or bi-weekly schedule. Saturday duty, 10 A.M. to 2 P.M., to be rotated, as a bonus (overtime) between the two technicians if they want it - otherwise to an operator from the outside as at present. Further, the two technicians should be transferred to the T/O of the School for closer administrative and budgetary-cost control.

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g. Figures for the week of June 12 - 18, probably representative of the summer season, show the following laboratory use:

Russian	35 students	180 student hours
German	18 students	85 student hours
French	8 students	30 student hours
Italian	4 students	30 student hours
Spanish	3 students	8 student hours
Misc.	11 students	<u>45</u> student hours
	Language	378 student hours
6 Films	7 Students	<u>46</u>
Total Student hours		424

h. Films used are drawn from a stock in Building [REDACTED] on loan and 25X1A6d are returned on schedule or as called for.

7. Conclusions:

a. The mission and functions:

Proposed mission and functions of the School have been written which simply and accurately define the major responsibilities of the School and its "field of interest."

b. The T/O:

(1) The positions of Training Officer GS-14 [REDACTED] and 25X1A9a

25X1A9a Secy-Steno GS-5 [REDACTED] both exclusively concerned with the administration of external area training, should be transferred to the office of the School Chief - they are currently shown as "Area Branch."

(2) T/O for language instructors appears adequate under present schedules - vacancies (3 positions or 50% of T/O) should be filled. A full staff - six - should handle present load without outside assistance - except for

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certain specialities. Loaned instructors and the summer "consultant" are not carrying full loads, based on percentage comparisons of course hours to work week hours:

Loans & Temporary

Consultant



12 1/2%

15%

No courses

No courses

20%

41%

40%

27 1/2%

(3) The laboratory technicians in positions [redacted] should be transferred to the School T/O for better administration and budgetary-cost accuracy.

(4) An additional Clerk position (possible GS-5) should be added to the T/O for the laboratory. This could be done at little or no cost by correcting the overtime situation in the laboratory and would provide needed administrative support as discussed above.

(5) The School T/O should be reflected in only two (2) elements.

Office of the Chief

Chief

Deputy Chief (Special Assignments)

Administrative Assistant

Training Officer (External Training)

Secy-Steno

Lab Technicians

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Lab Technician

Clerk (proposed new position)

Faculty

All instructors and any stenographic support.

c. General:

(1) Work schedules in the laboratory, explained above, should be adjusted to eliminate the present overtime.

(2) A firm inventory of laboratory tapes, discs, equipment, texts, etc., should be established and an adequate system of charge in and out should be installed.

d. Problems:

(1) The fact that Agency components establish requirements for courses and calculate the possible student loads. When the courses are organized and ready to be scheduled, only a very few students are made available for the training.

(2) Lack of interest on the part of operating components in providing qualified persons as instructors in certain specialties.

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